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ABSTRACT

Part of the Trout Unlimited program involves the development of cooperative programs to educate youth and their communities about environmental conservation. This handbook provides guidelines for conducting youth education events and information to facilitate the development and implementation of youth education activities with various community youth organizations and in the schools. Chapter 1 provides instructions for establishing an effective youth program. Chapter 2 is designed to assist Trout Unlimited chapter in organizing and conducting special youth education events. Chapters 3-6 provides guidelines for starting cooperative programs with 4-H clubs, scouting, schools, and state fish and game departments. (MDH)

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TROUT UNLIMITED YOUTH

Youth Education Handbook

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FOREWORD

Trout Unlimited would like to acknowledge the hard work that the Youth Education Committee put into the development of this handbook. The committee's efforts have been superlative. The committee initiated this project because it realized the significant value and importance of youth education to our organization. As Trout Unlimited chapters have formed across the country and grassroots volunteers have become involved in local community activities, youth education has become one of the focal points and strengths of the organization's conservation initiatives. Chapters have found that cooperatively developed youth education programs with schools, scouts, 4-H, state fish and game agencies, and other community agencies provide an excellent opportunity for its volunteers to present an important environmental conservation message while enhancing public welfare.

The handbook provides guidelines for conducting youth education events and information to facilitate the development and implementation of youth education activities with various community youth organizations and in the schools. While the composition of the population to be served by the handbook is basically young people—boys and girls—the programs addressed in the handbook have the potential to be used in community education activities in adult settings as well.

Trout Unlimited would like to acknowledge Scientific Anglers for underwriting the cost of publishing this handbook. Scientific Anglers' support of this project will help us develop the next generation of conservationists and trout anglers.

Charles F. Gauvin
Executive Director

CHAPTER I

GETTING STARTED IN YOUTH EDUCATION

Introduction

When Trout Unlimited's Youth Education Committee first started discussing the development of this handbook, one of the committee members noted that: **"It makes little sense to save streams, protect salmonids, or restore watersheds today and neglect the education of those who will carry on these practices in the future."** This handbook evolved from that philosophical beginning.

A Trout Unlimited youth education program should have three primary goals, in the following order of priority:

- To add richness and diversity to the education of the nation's youth.
- To increase the number of citizens devoted to the care and nurturing of our coldwater resources.
- To contact and contribute to the education of an enlarged pool of potential Trout Unlimited members.

The focus of Trout Unlimited's youth education efforts is primarily at the chapter and state levels. These levels are the most conducive for developing the cooperative programs with other organizations and institutions interested in youth education.

Trout Unlimited will not develop a national curriculum to achieve its educational goals. An abundance of good materials already exists to support and facilitate the objectives of Trout Unlimited's youth education programs.

No single program or approach will fit the needs of our diverse chapters. Your chapter's energy should be used to identify local needs and resources as you establish your own unique program.

Getting Into Action

The following points should be considered as your chapter initiates its youth education program:

- Appoint an Education Coordinator to organize the activities of the education program volunteers. The volunteers who are going to help with the program should become familiar with all of the available materials.
- Find out the best ways to connect with the kids in your community. Two different modes of proceeding hold the most promise: working in cooperation with the local school district, or working in conjunction with another organization that educates or trains young people such as the 4-H or Scouts. In either case, you have the advantage of getting eager learners involved with your educational effort.
- Middle school and upper elementary school children are the ideal age groups to work with. However, if the possibility exists, do not overlook the potential of working with high school biology students.
- Consider the merits of promoting Youth memberships in your chapter. If you promote Youth memberships, remember to put the primary emphasis on education rather than on the membership itself. This will keep you from compromising your educational objectives.

Hints for Establishing An Effective Youth Program

Keep the following hints in mind as you develop and implement your program:

- *Do not make youth education harder than it ought to be.* The activities that TU is involved in are naturally interesting to kids. Young people often find fishing to be a very rewarding experience. They are fascinated with hands-on science and activities such as fly tying and rod building. Teach what you know in a straightforward manner. Do not try to attract kids with gimmicks. Gimmicks often fail. The skills of your volunteers are your chapter's best marketing tools.
- *Make your chapter's interactions with kids an ongoing affair.* Although "conservation begins with the first cast"—remember, it does not end there. Trout Unlimited educational programs should be ongoing and involve a wide range of experiences. One conservation program or fishing clinic a year does not constitute a program.
- *Chapter youth activities should have the ultimate aim of involving youth in chapter resource work.* Even one-day fishing clinics can be a means to interest young people in resource activities. An objective of your youth education programs should be to get the young people as well as their parents involved in chapter activities.

- *Chapter members should serve as role models for youth*. Most members have wonderful skills that they can pass on to kids. At the same time, it is the volunteer's concern and commitment to the environment that makes him or her a great role model and thus perpetuates a lasting concern for environmental quality.
- *Provide leadership opportunities for young people within the chapter organization*. Chapter members often complain about the lack of effective leadership in their chapter. You can solve this problem for future members by allowing young people to have leadership roles when they are young. Let them serve on chapter councils. Set up a Youth Committee comprised of sons and daughters of chapter members and have them play a key role in guiding your youth program. Their participation in these activities will help build confidence and self-esteem.
- *Recognize the potential of youth and do not underestimate their abilities to contribute*. Include kids in your discussions regarding the establishment of youth programs. Young people know more about their needs and interests than adults.
- *Youth education should model environmental protection as well as fishing*. Your one-day youth fishing derbies should not focus on who catches the most or the biggest fish. That is not an ethic that TU supports. Emphasize good resource stewardship through your actions. If you can't practice catch-and-release, explain why your not doing so is an exception to the rule. Do not measure an event's success by the number of kids that show up. The success of a program should be measured by the number of kids that learn an important environmental lesson at the event.
- *The worst youth program is NO YOUTH PROGRAM*. New chapters and chapters that are reorganizing will understandably have higher priorities to take care of before initiating a youth education program. There is, however, little reason for an active chapter not to have a youth education program. Young people are a valuable resource, too! If you are neglecting the opportunity to involve youth in your chapter activities, then you are omitting a vital link in preserving, protecting, and enhancing our coldwater resources.

CHAPTER II

PUTTING TOGETHER A YOUTH EDUCATION EVENT

Introduction

This chapter is designed to assist Trout Unlimited chapters in organizing and conducting special youth education events to attract, educate, and entertain young people.

Objectives

When planning and conducting a youth education event, try to incorporate as many of the following objectives as possible in each activity. The only objective that cannot be omitted is the first one.

- Provide carefully thought out experiences for kids that they perceive as fun.
- Stimulate interest in the conservation and protection of the coldwater resources.
- Provide young people with first-hand experiences related to a salmonid fishery.
- Provide opportunities for parents and their children to participate together in a conservation-related activity.
- Provide opportunities for young people to participate in a recreational fishing-related experience.
- Provide opportunities for young people to learn about interrelationships of organisms in an aquatic community.

Have each young person participate in as many different events as possible. Each educational experience should reinforce and build on previous experience. Remember that your youth education program provides the building blocks for the development of positive conservation attitudes.

Try to have at least two youth events a year to gain the maximum effect from your efforts.

Program

The program for any one day should be short, fast-moving, and interesting. Activities that require the active participation of the learners

provide the best learning environment. The length of the program should not cover more than one meal period. Here are some suggested activities:

- Catching, identifying, and releasing fish
- Electroshocking a stream
- Surveying stream invertebrates
- Visiting a fish hatchery
- Taking an interpretative hike along a stream
- Building an instream structure
- Cleaning up trash at a river, lake, or stream
- Identifying various salmonids using live fish
- Examining criteria for biological monitoring of streams
- Surveying and identifying composition of a riparian zone
- Holding fly tying clinics just for kids
- Holding fly casting lessons just for kids

Note: You should have at least one adult present for every 6 to 8 young people to ensure the success and safe conduct of these activities.

Informative Materials

You can greatly enhance an event by having a package of materials available for each participant. Program attendees, of all ages, feel more a part of the process if they are given informative materials when they arrive. It should be made clear that the package is for the participants to keep and take home. The package might include:

- An agenda and description of the day's happenings
- Descriptions of other events your chapter sponsors
- Trout Unlimited brochures
- State fishing regulations
- A state fishing map or local fishing guide
- Trout Unlimited or chapter decal or patch
- Information on how to spin or fly cast

When preparing your information package, think about how to make the contents as personal and interesting as possible. When the package contains a special "keeper" item such as a patch or pin, you can count on the event being remembered for a long time.

Food

Food is always a nice added attraction at a youth event. Solicit local merchants for hot dogs, chips, soft drinks, or ice cream. Often, a local grocery store or super market will join your effort as a joint sponsor if it receives special recognition and publicity.

If donations of food are not adequate, the chapter should purchase enough food to support the event. For large groups, you can invite a vendor to manage the food so your volunteers can concentrate on the kids.

Experience tells us that you should have 50 percent more food available than you think you will need.

Timing

The best days to conduct a youth event are Saturday and Sunday, preferably during the school year.

Schedule your event so that it does not conflict with Little League, football games, or some other event that will compete with you for the kids' time.

Organizing the Program

The planning and organizing of a youth education event is best accomplished by a committee. To facilitate planning, form an "Event Committee" consisting of a chairman and four committee members. Responsibilities of the committee include:

ARRANGEMENTS

- Select a date, time, and place.
- Coordinate transportation. If necessary, arrange for parents to deliver and pick up their kids.
- Arrange for the appropriate number of adult supervisors.
- Arrange for subject matter experts to conduct the event. (Local tackle stores or fly shops can be a good source of experts.)
- Arrange for food delivery, serving, and clean-up.
- Determine if the event will be arranged and conducted in large or small groups.
  Large Groups—all participants will assemble at one point for the presentation or activity.
  Small Groups—utilize separate learning stations for each group. Participants might stay at one station or rotate through various stations.
- Allow plenty of time throughout the event for questions and answers.

PUBLICITY

- Create media releases for newspapers, newsletters, radio, schools, television, and local bulletin boards.
- Send notices to all chapter members.

Publicity for an event has two functions. It encourages participation in the event and it helps disseminate TU's message in the community. Emphasize that TU members are dedicated to the conservation and protection of the coldwater resource as well as to the education of youth in the community.

Make the event a celebration. Advertise heavily the week prior to the event. The advertisement should include: the agenda, location, prizes, and food. Make every effort to ensure that your publicity appeals to young people of both sexes. All of your educational efforts must be co-educational.

SOLICITATION OF CONTRIBUTIONS

- Food and soft drinks.
- Small prizes if desired and appropriate.

Local merchants should be asked to support your educational program with contributions of cups, plates, food, and drinks. Remember, local beverage bottlers will often cooperate with community-minded groups to co-sponsor educational events.

If prizes are used, they should be of equal value. Be imaginative. Do not overlook prizes such as gift coupons from fast food places, sporting goods stores, etc. Hats, pins, decals, and fishing gear are all excellent prizes. If parents are involved, a good grand prize would be a fishing trip for the parent and child.

Tips to Enhance the Event

Working with youth can be a lot of fun and personally rewarding. The following tips will enhance the possibility of both the kids and you having a great time during a youth education event:

- *Tell About Yourself.* Kids are interested in knowing who you are. Tell them why conservation and fishing are important to you and why you are concerned about our coldwater fisheries.
- *Call Them By Name.* Kids will be much more at ease if you know their names. If possible, have name tags for everyone involved.
- *Be Enthusiastic.* Maintain a high level of enthusiasm. Do not allow minor frustrations to ruin the experience.
- *Do Not Get Too Technical.* Simply show the kids what they need to know. Let them learn through experience. Do not lecture about things that they do not need to know to accomplish the task. Encourage them to ask questions.

- *Remember Your Early Experiences.* You do not have to become an expert to have fun. Keep it simple—teach the basics. Let the kids explore and increase their learning with time and experience.
- *Be Practical and Down To Earth.* Kids learn best by doing—not by listening. Use references that come from the world they know. Do not use hypothetical examples that will be difficult for the kids to understand.
- *Use Familiar Tackle and Techniques.* If you are conducting a fishing clinic, use equipment the kids have access to.
- *Teach Ethics, Values, and Respect, by Example.* It is your responsibility to lead by example. This is a key element of the learning experience. You should demonstrate the appropriate ethics and values. Handle fish properly, pick up litter, and be respectful toward others and the environment.
- *Pleasantly Maintain Control.* Good things will not happen in the mist of chaos. You have to be responsible for conduct of the event. Maintain a low level of discipline in a kind and caring way. Never ridicule or put a kid down in front of others. Have a sense of humor. Keep the experience rewarding for everyone.
- *Have Fun!*

In Summary

Do—Encourage everyone to participate!

Do—Encourage parents to attend!

Do—Have a bad weather back-up plan in mind!

Do—Get the name and address of each participant!

Do—Require all participants to help clean up!

Do—Make sure what is happening is fun!

Do—Create related follow-on experiences!

Do—Encourage participants to attend the next event!

Do Not—Put the participants in a lecture class!

CHAPTER III

STARTING A COOPERATIVE YOUTH EDUCATION PROGRAM WITH 4-H

Introduction

4-H is the youth education program of the Cooperative Extension Service of the State Land-Grant Universities and the U.S. Department of Agriculture. There are established 4-H programs nationwide in rural areas, cities, and in between.

Cooperating with the 4-H network of dedicated leaders and interested young people provides a superb opportunity for TU chapters to enhance the public welfare. Chapters members can offer their expertise in fisheries and aquatic biology, and recreational fishing, to aid 4-H members with their wildlife projects. A natural and beneficial match exists between the skills and knowledge of your chapter's volunteers and the educational needs of 4-H groups.

The 4-H club structure allows a TU chapter to reach a large number of young people in their community on a regular and ongoing basis. The local Cooperative Extension Service office also serves as a dissemination point for information that will help educate people in the community about TU and 4-H cooperative projects.

Getting Into Action

Unless your chapter is located at the site of the State Cooperative Extension Service, the easiest way to initiate a cooperative project with 4-H is to contact the County Extension Agent. Set up an appointment with the agent and discuss how your chapter can facilitate and enhance the educational initiatives of the local 4-H organization.

Demonstrate to the agent how the knowledge and skills of your chapter members dovetails with 4-H activity guides such as *Ponds and Lakes, Streams, Fish Identification & Display, Fish Culture, Fishing, Hunting and Fishing Sportsmanship, Wildlife Ecology,* and *Making Artificial Lures.* The *4-H Leaders Guide* also has an excellent curriculum matrix containing suggestions for working with different age groups on any particular project.

Invite the extension agent to put on an educational program for your chapter explaining 4-H and what would be required for the chapter to work with 4-H to set up a cooperative youth education program.

Establish a chapter liaison to coordinate activities with 4-H. Get firm commitments from chapter members to be 4-H advisors for specific areas; i.e., Making Artificial Lures (Flies), Fish Identification, etc.

Obtain copies of the appropriate Project Guides and Leader Guides so that the chapter advisors will know what 4-H expects. The guides will help ensure that the advisors understand and fulfill the desired objectives of the specific 4-H projects.

After the 4-H groups are set up and working, there are few limits on the areas that can be explored, provided the young people are interested and your chapter advisors have the necessary expertise. For example, if the 4-H club is interested, education programs could be expanded to include such topics as Aquatic Communities, Acid Rain, or Riparian Zones.

To coordinate wider ranging activities between the chapters and 4-H groups, such as Watershed Protection or Water Quality Monitoring, a TU state, council, or regional representative should seek assistance and advice from the aquatic specialist at the State Extension Service.

There are no obligatory costs to the TU chapter to establish a cooperative program with the 4-H. Once the 4-H club is formed, it is up to the student club members to determine what funds are needed and how they are to be acquired. They may assess dues or conduct fundraising activities. However, in some circumstances, a chapter wishing to promote youth education activities might wish to bear some of the project costs to ensure the success of the program.

CHAPTER IV

STARTING A COOPERATIVE YOUTH EDUCATION PROGRAM WITH SCOUTS

Introduction

Working cooperatively with a local scouting organization provides a ready audience with which to share conservation and fishing knowledge and expertise while serving the needs of scouts who are seeking to increase their scouting proficiency. Possible undertakings with the scouts range from learning how to fish to accomplishing stream renovation projects. The nature of the effort will be largely dependent on the maturity of the young people involved.

Getting Into Action

If there are no chapter members who are already affiliated with the local scouting organizations, the chapter should contact the local scoutmasters to initiate a cooperative education program.

Invite a scoutmaster to meet with your chapter to discuss the possible areas of cooperation between TU and the scouts. Try to identify as many areas as possible where your chapter would be able to offer assistance and support through an education program.

Three areas in which TU volunteers will be able to support the scouts include:

- Helping scouts attain merit badges in areas such as Using Fishing Equipment, Naming and Identifying Lures, and Catching and Identifying Two Fish.
- Becoming Venture Leaders and working with the older scouts in small groups on skills such as flyfishing and locating fish in a stream.
- Becoming Eagle Scout Project Sponsors to provide expertise in specialized areas. In this role, TU volunteers would provide guidance for an Eagle Scout in developing and carrying out a community service project such as a stream or pond restoration project.

Identify within your chapter those people who are willing to work with the scouts. Make sure these individuals receive the appropriate orientation briefings and necessary materials.

Once the chapter has established a relationship with the scouts, set up a chapter liaison who will serve as the contact person between the scouts and the chapter. The liaison should ensure that no opportunities to work with the scouts are missed.

In order for chapter members to understand how they can contribute to the cooperative program with the scouts, publications outlining the project guidelines and merit badge requirements should be made available. Ask the scoutmaster for copies of these materials.

The chapter's cooperative efforts with the scouts are not likely to result in any obligatory costs to the chapter, but it is quite possible that the chapter might wish to underwrite a scout project that seems to have particular merit.

CHAPTER V

STARTING COOPERATIVE YOUTH EDUCATION PROGRAMS WITH SCHOOLS

Introduction

Establishing cooperative youth education programs with local school districts and teachers offers many advantages for Trout Unlimited chapters as well as for the school system. A cooperative program with the schools provides:

- Integration of aquatic education into the regular curriculum—hopefully, enhancing retention.
- A uniform target population.
- A large audience for the chapter's message.
- The school system access to a group of subject matter experts.
- The opportunity of annually repeating programs within the school system and working with successive groups of children.

Getting Into Action

School contacts are most easily made by chapter members who are affiliated with the school system. If your chapter does not have any volunteers who are connected with the local schools, initial contact should be made with the school administrators, or if possible, directly with the appropriate teachers. Usually, the most direct assistance can be offered through science teachers. However, social studies teachers may be interested in your assistance with larger environmental projects such as Earth Day or classroom instruction on the environment.

Set up an informal meeting with the teachers with whom you would like to work. If it is appropriate, include administrators in the preliminary meeting. You might consider taking them to lunch or dinner, or eating with them in the school cafeteria. Teachers are pretty busy; try not to complicate their schedules.

What do you say or do? What is the best approach? Teachers are bombarded by materials produced by special interest groups attempting to inset their values into the curriculum. The important thing to keep in mind is that we have an important message to relate that is parallel to the teacher's goals.

Tell the teacher, "The _____ Chapter of Trout Unlimited would like to help you attain your teaching goals. This is what we have to offer." Be careful not to sound like you are attempting to alter the teacher's goals. That approach might appear somewhat presumptuous and could be insulting.

What You Have To Offer

Even hard-working, enthusiastic teachers find it difficult to carry on complicated out-of-school activities without some assistance. With the resources your chapter has at hand, you can help teachers redefine their views regarding what is and isn't possible. You can become an ally by helping them enhance and expand their educational goals. The assistance you have to offer in this cooperative education venture falls into three basic categories:

- Providing logistical support for activities.
- Bringing resource knowledge to the classroom.
- Introducing new aquatic education curricula.

LOGISTIC SUPPORT

During initial contacts with teachers, chapter representatives should explain, in detail, the resources and expertise that the chapter can make available to their classrooms. Some of the following statements might help set the stage:

- "How can the assets of our chapter help you accomplish your objectives in aquatic education?"
- "The various resources we can put at your disposal include . . . . ."
- "We have an excellent relationship with various agencies that we can contact on behalf of your class."
- "We have a wide range of expertise in our chapter. We could provide subject matter experts in . . . . ."
- "We can also help with transportation, materials, food, and equipment."

Be specific when discussing the types of learning situations that your chapter volunteers can help arrange. Explore the various types of activities that would facilitate and enhance the learning experience. Consider activities such as:

- Catching and releasing fish
- Visiting an aquarium
- Electroshocking a stream
- Inventorying aquatic insects in a stream
- Building a stream improvement structure

- Conducting an interpretative hike on a stream
- Observing spawning fish
- Discussing the importance of the riparian zone
- Discussing life cycles of aquatic insects
- Visiting a fish hatchery
- Visiting an area impacted by acid rain
- Cleaning up at a river, lake, or stream

USE OF CHAPTER RESOURCE KNOWLEDGE

Offer to bring your chapter's subject matter experts into class. Most chapters have members, or access to individuals, who have expertise in fisheries management, fisheries biology, fishing techniques, and fly tying. It is possible for all of these areas to be of value in the classroom.

Kids are enthralled with observing live aquatic insects, tying their own flies, observing spawning fish, or simply learning how to catch and properly release a fish.

INTRODUCING NEW AQUATIC EDUCATION CURRICULA

The chapter's role in this area is to advise and facilitate. Identify ways you can help the teacher accomplish her goals and objectives.

The support and assistance the chapter offers a teacher must be attractive enough to be incorporated into the teacher's existing curriculum.

Some of the curricula that are presently available have proven to be very effective in introducing young people to the principles of aquatic education. Some of the curricula have an environmental perspective, some emphasize fishing, and others are science oriented. The Trout Unlimited Youth Education Committee recommends that the chapters and regions which are interested in initiating a cooperative program with the schools start by examining the following programs:

- *The Trout, Salmon, and Steelhead Program*. This program was developed on the West Coast and has been enthusiastically received by hundreds of teachers and thousands of children. This is a resource-oriented program where children learn first-hand about salmonids, life cycles, aquatic ecosystems, and the cultural aspects surrounding anadromous fish. The program's primary focus is at the elementary level. Some in-service training is recommended prior to presenting this program.
- *Project Wild*. This is an ecologically oriented, nationally acclaimed curriculum developed with Wallop-Breaux funds. There is a first-rate Aquatic Education Guide to use with this program. Most states are implementing Project Wild through their fish and game

agencies. Again, some in-service training for teachers is recommended. Chapters should check with their state's Department of Education to find out how to get involved with Project Wild.

- *The Aquatic Resources Education Curriculum*. This is a fishing-oriented program funded by the American Fishing Tackle Manufacturers Association (AFTMA). It is available through Kendal/Hunt Publishing Company in Dubuque, Iowa. This is a comprehensive program designed to assist beginning anglers in the how, what, when, and where of angling.
- *Sea Grant Program*. Many states with Sea Grant offices have developed aquatic education curricula to meet local needs. For information on these programs, you should contact the education specialist at the university that houses the Sea Grant Program in your state.

The Grassroots Coordinator at TU National maintains a resource bibliography containing the names and addresses of the agencies and individuals you can contact regarding the various educational programs and materials that are available. The Grassroots Coordinator can be contacted at TU's National Office at (703) 281-1100.

In Summary

Regardless of how you proceed, keep the following precepts in mind when working with young people:

- Kids learn best from personal, first-hand experience.
- Kids must be involved in the learning process.
- Activity should be maximized and lecture minimized.
- A series of experiences is much better than one.
- Recall and interject personal experiences. Remember how you became addicted to fishing. Remember, even after years, the rock that your first big trout was hiding behind. Recall how your enthusiasm for trout fishing has grown with each enriching experience. Use your experiences to help young people learn and start building their own special memories.

CHAPTER VI

STARTING A COOPERATIVE YOUTH EDUCATION PROGRAM WITH STATE FISH AND GAME DEPARTMENTS

Introduction

There are already many successful youth education programs sponsored by Trout Unlimited chapters. These programs are frequently discussed at state, council, and regional TU meetings, mentioned in the "Action Line" section of *Trout* magazine, and often reported on in local newspapers. Chapters that are actively supporting youth education activities are to be commended. We need the chapters with active youth education programs to continue to share their success stories. These programs are beneficial and inspirational for all of us.

If, however, your chapter is just starting a youth education program, or if you want to enhance an existing program, consider initiating a cooperative venture with your state fish and game department by jointly sponsoring one of their fishing programs. These agencies almost always need and want help with their programs.

Many of these state fish and game programs are funded by federal Wallop-Breaux funds and are administered by the Aquatic Resource Education Coordinator. The goals of these programs parallel those of Trout Unlimited—fostering the wise use of aquatic resources by introducing kids to fishing.

Getting Into Action

The partnership is ready-made. Trout Unlimited has the volunteers and needs programs—the states have the programs and need volunteers. All it takes on the part of the chapter is a phone call to the Aquatic Resource Director at your state fish and game department. The Grassroots Coordinator at TU National maintains a list of the names and phone numbers of the Aquatic Resource Directors in each state. The Grassroots Coordinator can be contacted at TU's National Office at (703) 281-1100.

A MESSAGE FROM SCIENTIFIC ANGLERS/3M

Because fly fishing is what our company's all about, and because we, too, were once beginners, our number one priority is to help anglers like you become more successful and to help you increase your enjoyment of the sport.

All of us at Scientific Anglers support the efforts Trout Unlimited members across the country are making to help welcome the next generation of anglers to the magic that we have enjoyed for so many years.

We are very pleased to have funded this important project.

3M

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